
THE VIRGINIA TEACHER

May, 1936



WILLIAM R. SMITHEY: What the Secondary School Should Know
About Its Community.

GRACE WARREN LANDRUM: The Personal Satisfaction of College
Life.

G. B. WYNNE: Generalizations Arrived at Through the New Virginia
Course of Study.

VIRGINIA COX AND OTHERS: Current Trends in Grading and
Reporting in Virginia Public Schools.

THE READING TABLE

FILM ESTIMATES

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THE VIRGINIA TEACHER

Volume XVII

MAY, 1936

No. 5

THE PERSONAL SATISFAC- TIONS OF COLLEGE LIFE

MY talk begins with an apology for a remote suggestion of my topic as based on "The Durable Satisfaction of Life," an essay which I once outlined with college freshmen long ago. I believe that we are all here at college, in one capacity or another, seeking personal satisfaction, however we may phrase the motives to ourselves or to others.

If you, the students in this group, are here for the satisfaction of some one else, be it father, mother, teacher, or friend, I believe you are at college in vain. It is idle to come to college to please one's parents or one's community and not one's self, as futile as to undertake to study the violin or to design a memorial chapel without an inescapable bent toward music or architecture. Assuming that you have come to college for your own personal satisfaction of the highest kind, I suggest that we consider for a while what ideals of personal satisfaction may comprise.

Not long ago I heard what I considered a well intentioned but particularly ineffective address. The speaker concluded with a poem, saying that it was the rule of her life never to close a talk without such a finale. I resolved at once that I should make it a rule to conclude in prose only, but, fortunately for my consistency today I declared nothing to debar me from dropping, in Silas Wegg fashion, at least into quoting verse elsewhere than at the end. And so I wish to read a poem, more than three hundred years old, which rings with high personal satisfaction.

The stanzas are those of Sir Henry

An address before students of the State Teachers College at Harrisonburg at the installation on March 25 of Student Government officers for the current year.

Wotton. He was educated at Winchester, School, at New College, Oxford. Thereafter, to quote his biographer, Isaac Walton, "he laid aside his books and betook himself to the useful library of travel, and a more general conversation with mankind; employing the remaining part of his youth, his industry, and fortune, to adorn his mind, and to purchase the rich treasures of foreign knowledge." Diplomat, traveler, courtier, poet, he rounded out three score years and ten, spending the last of these at Eton, believing, as Walton puts it, "the great blessing of sweet content was not to be found in multitudes of men or business, and that a college was the fittest place to nourish holy thoughts, and to afford rest both to his body and his mind." Long before that body had been laid to rest in the chancel of the chapel at Eton, he had composed

"THE CHARACTER OF A HAPPY LIFE"

How happy is he born and taught
That serveth not another's will;
Whose armour is his honest thought,
And simple truth his utmost skill;

Whose passions not his masters are;
Whose soul is still prepared for death,
Untied unto the world by care.
Of public fame or private breath;

Who envies none that chance doth raise,
Nor vice; who never understood
How deepest wounds are given by praise;
Nor rules of state, but rules of good;

Who hath his life from rumours freed;
Whose conscience is his strong retreat;
Whose state can neither flatterers feed,
Nor ruin make oppressors great;

Who God doth late and early pray
More of His grace than gifts to lend;
And entertains the harmless day
With a religious book or friend.

This man is freed from servile bands
Of hope to rise or fear to fall:
Lord of himself, though not of lands,
And, having nothing, yet hath all.

Sir Henry Wotton was by no means speaking of college life, I admit, but is not

college life an epitome of life in general? It has marked similarities. It has a definite beginning, called matriculation, a word which by its derivation suggests an analogy with human birth. It has, as a rule, a definite end, a definite goal, a degree, regarded by some unthinking minds as grimly inevitable. It would be far easier for both administration, faculty, and students, were a plan adopted, once suggested by Dr. Grandgent, of Harvard, diverting professor of Italian and charming essayist, that every American at birth should be presented with an A. B. degree. We need not then repeat, "Say not the struggle naught availeth," for the struggle would always avail, because there would be no struggle. To continue, I admit that there is no true analogy between the inevitability of a college degree and the certainty of death, but we must agree that college life, when it closes, ends at least a distinct period in a mortal's career.

In what ways does college life differ, and thus tend to offer peculiar satisfactions?

College life differs from ordinary school life in that it has a twenty-four hour day, not one of from three to six or seven hours as in preparatory years. It differs from other forms of institutional residence in that it is, or should be, voluntary, not prescribed for a penal or eleemosynary purpose. It is unlike army or navy life, where, again, one may be in a highly specialized group, largely of one's exact contemporaries, because the end in view is different. Associates in colleges have come together, or should have come, by their own glad assent, with no spirit of compulsion, enjoying in an intensive way, unlike that in any other group, a common aim, personal enrichment, personal satisfaction, and the hope of finer participation in the lives of others as an ultimate goal.

Those outside college walls think often of those within as immured from worldly cares and ordinary living. Those in closer touch with the students know that the op-

posite may be the case. Many students carry on during academic years activities of extra-mural workers, from furnace firing on icy mornings to newspaper writing, from preparing dinner in the homes of employees, to airing dogs, and collecting shoes to be sent out for repairs. It would be hard to say what college men and women do not do as paid workers, during years of exacting college requirements, and feverish excitement over examinations.

Again, college students share in the common sorrows of life. What immunity is theirs, except for the griefs they may have later when they found their own families? They are touched by all the usual vicissitudes. Then there are maladjustments at home. Some deans have learned to say, "Are both parents living?" and—"Are they living together?" Again and again, we see anxious faces and hear, "My father is ill," or "My mother needs me at home." I believe we recognize all too little the courage, the heroism, students exhibit in the face, not only of financial difficulties, but of goading cares, which, though in more limited relationships, are just what the rest of the world is experiencing. Students share, again, increasingly in the claims of the unprivileged, the sufferers all over the earth. They have their international work in Y. M. and Y. W. C. A., their missionaries, their relief work for needy men at their own doors.

In all this fullness of experience, in a world only superficially regarded as remote from life, constant choices must be made by one who seeks enviable satisfaction. These satisfactions may be classed under four heads (for which I am indebted to a psychologist): security, adventure, response, and recognition. Security and response (the desire for affection) are, perhaps, the more static desires. Adventure and recognition are the dynamic desires. I should like to divide security into two parts. There is, first, the desire for rest, or a cessation from activity. Security in college

means fundamentally, as elsewhere, an assurance that bills can be met. That a student in another period craved this kind of security may be proved by a letter from a scholar at Orleans. Eustace Deschamps, contemporary and admirer of Geoffrey Chaucer, has fashioned for us a student's letter. It was written in the form of a *ballade*.

Well beloved father, I have not a penny, nor can I get any save through you, for all things at the University are so dear! nor can I study in my Code or my Digest, for they are all tatters. Moreover, I owe ten pounds in dues to the Provost, and can find no man to lend them to me: I send you word of greeting and of money.

The student hath need of many things if he will profit here; his father and his kin must needs supply him freely, that he will not be compelled to pawn his books, but have ready money in his purse, with gowns and furs and decent clothing, or he will be damned for a beggar; wherefore, that men may not take me for a beast, I send you word of greeting and of money.

Wines are dear, and hostels, and other good things; I owe in every street and am hard bestead to free myself from such snares. Dear father, deign to help me. I fear to be excommunicated; already have I been cited, and there is not even a dry bone in my larder. If I find not the money before this feast of Easter, the Church door will be shut in my face: wherefore grant my supplication, for I send you word of greeting and of money.

L'ENVOY

Well beloved father, to ease my debts contracted at the tavern, at the bakers, with the doctor and the bedells, and to pay my subscription to the laundress and the barber, I send you word of greeting and of money.

A student craves another kind of security, a sort to be attained only when certain letters or figures on a card of white, blue, yellow, or pink, filed in a registrar's office, may have the right evidential significance and collective harmony. At times to attain such security a student may experience a genuine excitement passing even into adventure, but for the most part security is a tranquilizing satisfaction. Yet, when it involves cessation from toil, it may have a thrill. Even rest, though not a goal in our seething existence, may have its charm. Tread a dormitory corridor about nine o'clock on Sunday morning, or even at eleven o'clock, and be convinced that the ideal of rest which the old church hymns celebrated gloriously, has really kept its

vitality. Other forms of cessation from toil are invested with allurements. Who (except the dean) would believe that the call of the dentist chair could prove enchanting? But there are lingerers after each college holiday who have discovered strange, unthought-of value in the inspection of teeth by the long unappreciated dentist at home. I suggest that all deans have the addition of a degree of doctor of dental surgery, and provide certain pleasures for students in apartments near the administration offices.

Turning from the personal satisfaction in security in various forms, we need say little of adventure. The heart of a youth generally, not always, craves this, and certain temperaments are dependent upon this for satisfaction until the last great adventure into another world crowns all. We make much of the word itself today. Thus, "Adventures in Readings" is the name of a college text. Yet, the great adventures of our times provoke little noteworthy response in poets. Are we satiated with discoveries and inventions? The discovery of the North Pole, the flights over that and the South Pole, wireless telegraphy, have, so far as I have discovered, gone without the compelling expressions comparable to those of relating voyages in the Renaissance, which "industrious Hakluyt" compiled and vigorous old Michael Drayton celebrated. Still, such expressions may be on their way. Not long ago a student of aviation showed his freshman English instructor a poem, which he claimed was the very first ever written in the air,—and the verses were not half bad, though one might have preferred a lyrical outburst of Shelley's to be the first on a skyey voyage.

I am purposely omitting the great appeal of intellectual endeavor as adventure. This obviously should prove a lure for every college entrant. Without this vision the college and the student will perish.

To continue our classification, we may define the third personal satisfaction in col-

lege life,—response. This signifies the satisfaction of a craving for affection, a craving far more insistent in some hearts, but hardly dead, if moribund, in even self-contained natures. Without defining or recognizing it, some students are really impelled to college by it. What they mean, when they say "It is the life that I want," if analyzed, means "I need a new world, new affections, congeniality with minds and hearts for which I shall have a new ardor, a new satisfaction in loving and responding to love." The desire may be utterly commendable, for the richest natures are those endowed with the power to love purely. I believe that such a power is by no means contradictory to keen intellectuality. The strongest intellects with which I personally have been privileged to associate, have been minds with such rich imaginations, such depth of emotional power, that I have come to wonder if intensity of love be not peculiarly linked with rare intellectual development, especially if the temperament be that of an artist.

Recognition is not the desire for personal affection, but for esteem or admiration because of the recipient's abilities and accomplishments. Recognition may be in conflict with response, and yield to it, so that we have the type of exclusive college friendships, hampering for each of the two friends concerned. But the conflict seldom occurs, for the outgoing nature seeking love is usually keenly desirous of recognition by the group. In American colleges students attain this recognition not only through intellectual achievement, through the scholar's toil, but through extra-curricular activities. In this respect our colleges differ from those of the old world, particularly from Continental universities. Students are constantly forced with decisions as to how much time they may take from strictly academic affairs, not primarily for recreation, but for the satisfaction of a craving for honors in the gift of their associates. Frankly, a student may value

their esteem and applause much more than that of the faculty and of the administration. If this be a distinguishing mark of the student group, the roll call of the faculty is probably in need of revision. For ideal administrations and faculties should be as keen judges of their students' whole personalities as are the exact contemporaries of these fascinating young mortals. Remembering that as our poem has it, "deepest wounds are given by praise," why should an administrator or professor withhold sincere admiration of a student's character or conduct? I pity the instructor or the dean who never meets among students brains and characters which he knows to be not only potentially, but in reality finer than his own. He should doubtless exercise some caution, in telling all he may recognize, and rest upon the assurance, none too comforting, that his students understand his limitations all too well today, and may ponder them more deeply tomorrow.

On the other hand, the student evaluating the supposed Olympians around him (often themselves trembling suppliants at the altars of the gods and the muses) should consider carefully just what "human" means in student parlance. May it not be thus glossed? "Being human is being another myself, myself not as I hope to be, but as I am at this moment." Thus a professor who is really "human" may be obliged to resort to chewing gum in his class room or to appear in a somewhat abbreviated toilet at breakfast. There should be sympathetic adjustments on the part of each group. But it often takes real courage for a student in college to attain what might be called a "human" attitude to the faculty while these opponents are meeting each other on the battleground of examinations. Some students really enjoy certain members of the faculty a bit more than their own suite mates, but would hardly dare admit openly such shocking predilections. On the campus of a venerable institution in Virginia any marked attention to the fac-

ulty is called "dill-pickling," and is considered a questionable method of preserving one's own favor, though, whether the campus admits it or not, a hard working faculty member is rather grateful for a friendly word of endorsement and feels humble, not flattered by it. But both students and faculty in general, need courage, rather than conformity to existing standards, to get that wholesome and exhilarating intercourse that can make their joint life something that angels might envy, unless university extension courses are to be offered in heaven.

Relationship of the professor to the student brings us to what the latter, frankly, considers far more important, namely, social relations with his fellows. This social aim, the craving for recognition may be utterly commendable. Nevertheless, it needs investigation. It may be merely the love of a magnified self. This may lead one to be a breathless worker for the needs of others. You doubtless know the girl who is busy running errands for the popular student, proud to lend a new frock for a dance, which she had secretly hoped to wear herself, cheering the sick in the infirmary, playing Harry Bailey at the Tabard Inn arousing pilgrims for the journey to Canterbury, as with an alarm clock she threads dim corridors on frosty mornings to awaken sleeping comrades, whose devotion to examination study depends entirely upon her role as Chanticleer. She may, in her ceaseless activities, allow scant time for her own assignment in Homer or the paper on the causes of the Renaissance in Italy. It is possible for her to believe that she is absolutely indispensable. This love of magnified self may seek, also, better recognized forms of activity and work. Mixed motives may give faithful service even to Y. W. and Y. M. C. A. cabinets, who hope that in the day of reckoning this will be to their profit.

But such motives may be entirely right. They are unquestionably so if they are linked with a spontaneous and sincere sense

of responsibility toward one's associates. Certain temperaments must have such satisfactions if life is to be as stimulating and compensating as possible. From such temperaments, if there be sufficient mental endowment, come the benefactors of their kind in a score of capacities. As one man enjoys power in directing mechanical operations, another may enjoy the guidance of other human beings. But let him beware of treating human beings as if they were machines. A freshman once wrote in an English theme "I want to influence life." This desire, vaguely expressed, flowered into desirable service in the beautiful library of her college. Does not a librarian really influence life? A freshman at William and Mary wrote in a letter of application for admission, replying to the question why she had chosen that particular college, "It is for the good of the country that I come to college." An ambitious statement, not to be taken too seriously, but perhaps significant. It is hard to see why one should be ashamed of the shepherding instinct, unless one wishes to make the crook the symbol of power rather than of guidance, or again, to quote Sir Henry Wotton, to rule "of state," that is with "pride, pomp, and circumstance," but not with simple goodness. One may rightly seek distinction in such service as a means of self development, and as an aid to those for whose happiness and betterment one sincerely cares.

If this be the aim—a richer living for others as well as for one's self—one may scarcely set limits to the satisfaction to be attained through self development. There should be sheer delight in doing a thing because one thereby learns to do it better, if the thing be beautiful. This, in the rather hackneyed phrase of our own time, is what we mean by "creative" as variously applied. I wish, however, we might arrest the word on the downward slope. It is tumbling into the morass where words become colorless and damp, never again to be reinvested with warm beauty, a bog where "awful," "won-

derful," "marvelous," sank long ago. If we hoard the word for a while we may find it sparkling again. Then let us hide it from association with "reading," "writing," "thinking," for no one of these activities really touched with imagination needs this label. Free, joyous, yet disciplined living is the ideal of "creative" achievement.

Achievement could hardly exist without recognized rewards. It is tantalizingly pleasant sometimes to fancy a readjusted civilization without them. They are some times a curse in the educational system if they are sought purely for themselves, invested with some mystic value which has no relation to the student's development. If we could sweep them all away for a time, life would be simpler and freer. Suppose for a period of five years we had no public exercises for high school graduation. What a relief to the family purse and to the indulgent relations who must make a gallant showing of lingerie, flowers, jewelry at the young niece's or cousin's commencement. What a relief to the perplexed, even tormented, high-school principal, who to promote the joys of the public celebration strains his conscience to give a diploma to an undeserving boy or girl. As a country principal once said, solemnly, at a meeting of a Virginia Educational Association, "It's mighty hard to fail 'em when they have bought their clothes—mighty hard." Suppose in the same way there were no college degrees conferred in public or announced in any way except privately to individuals concerned. Except for the difficulties, because the teachers' certificates would be endangered and graduate study barred off, it might be well to grant no degrees until a candidate had been five years out of college, and had then returned to assure the authorities that he was really a thinking individual, who had used that which he had learned, not in financial success necessarily, but in finely co-operative living, in individual achievement, and in personal enrichment.

The most beautiful passage I know, de-

picting joyous and unexpected rewards is found in the twenty-fifth chapter of the Gospel according to Matthew. We can fancy the faces of those well-doers who have all unknowingly given service worthy of praise, as their voices say with the charming astonishment of a child: "When saw we Thee an hungered and fed Thee? or thirsty and gave Thee drink? When saw we Thee a stranger and took Thee in? or naked and clothed Thee? or when saw we Thee sick and in prison and visited Thee?"

To the well-doers of such a temperament rewards are but glad surprise, like the sight of a peach tree in full bloom, through a mass of forest boughs, still wintry and dull. There is, however, another temperament, less unconscious, less spontaneous, but just as sincere, more logical, which sees the milestone down the road and realizes that noble efforts may attain it. By such a heart also the reward is richly deserved, a permanent satisfaction for the rest of one's life.

In the group before us are probably both types of minds and hearts. May there be steadfast enjoyment of the honors now to be conferred and may the recipients use as their armour their own honest thoughts, and daily pray God for more of His grace than gifts to lend, and ever find the conscience a sure retreat.

GRACE WARREN LANDRUM

WHAT THE SECONDARY SCHOOL SHOULD KNOW ABOUT ITS COMMUNITY

THE secondary school should know its community in respect to certain matters in order to adjust its program in terms of these things to the end that it may merit local cooperation and pride, minister in a real way to community needs, eliminate as far as possible friction and misunderstanding, and lay the foundation for a real educational program con-

sonant with the needs of the student population served by the school. May I list these matters in such fashion as to indicate their importance:

1. *The school should know, appreciate, and recognize the standards, traditions and taboos of the community.* The school in the final sense belongs to society and its primal purpose is to prepare youth in such fashion as to make possible the transmission of social culture. It is a *willed* institution maintained by society for the preservation of society. Through it society hopes to transmit to youth the essential elements of its life and spirit to the end that those trained may come to understand and appreciate this life and spirit to such an extent that these things may be preserved, refined, and perpetuated.

The school is the servant, not the master of society. The life and spirit of the community that supports the school are revealed in standards, traditions, and taboos. If the school is to minister in a real way to the social and educational needs of youth it must understand these standards, traditions, and taboos, appreciate their significance and power, and take cognizance of them in its program. Failure to do these things is a sure way to develop in a community hostility towards the school and those who teach. These matters are the most important things in society and the school anxious to provide real educational opportunities to youth must not only know about them but must in some fashion build its program around them. When this is done a real foundation is laid for school and community cooperation.

2. *The school should know, appreciate and use the opportunities afforded by the community for social, religious, and educational growth.* Each community has its social institutions designed to train childhood and youth for social, religious and recreational development. These institutions are

important to the community and to the school. The school should know about them and as far as possible should give evidence of its appreciation for them and as far as possible cooperate with them. If these things be done the school should be in a position to use these agencies for its own program.

3. *The school should know, appreciate, and recognize the vocational opportunities in the community and vicinity.* If the school is to prepare boys and girls in some manner for gainful occupations it must know about the vocational opportunities of the community and surrounding territory not only to guide youth into certain vocational channels but also to guide them away from certain vocations. The guidance program of the school would be greatly helped if the school should know about the vocational opportunities of the territory served by the school.

4. *The school should know, appreciate, and recognize the outstanding needs of the community—social, religious, and educational—so as to be in a position to cooperate with these agencies for the enrichment and improvement of community life.* The school is a social institution and should be ever ready not only to aid any movement looking to social development but should be in a position to guide and direct such a movement. Knowledge of the outstanding needs of a community is the basis of all programs of social progress, and the school desirous of serving the community must know about these needs in order to cooperate with and direct the efforts of those who are interested in the improvement of the community.

5. *The school should know, appreciate, and recognize the financial condition of the community.* If the school is to merit popular support it must not ask impossible things of the community. Its budget and its program must be planned in terms of the ability of the community to support public

education. Unless the school has accurate information about the financial condition of the community it will not be in a position to plan its budget wisely and it will not be able to direct public opinion in the support of the budget.

6. *The school should know, appreciate, and recognize the real community leaders—those who control the life of the community—in order to secure their co-operation in school matters and in order to direct their endeavors for school and community co-operation.* The school should know who's who in the community and make a determined effort to make friends with these folk to secure their respect, to enlighten them about the program of the school and the needs of the school, and to anticipate their efforts for school improvement.

7. *The school should know, appreciate, and recognize the "sore spots" of the community.* There are always in every community certain sore spots, certain good folk who do not get along with other good folk, certain families opposed to certain families, and certain jealousies and bickerings that have their roots in the past. The school must know about these things in order not to stir up antagonism and community strife when it formulates its program for school and community co-operation.

8. *The school should know, appreciate, and use the publicity elements of the community.* There are many agencies of publicity in a community other than the regular channels for dissemination of information. The school should know about these matters, recognize their value, and, as far as possible, make use of them for enlightening the public as to the program of the school, for creating a sentiment for the improvement of the school, and for developing an appreciation of the school and for those who teach in it.

WILLIAM R. SMITHEY

CURRENT TRENDS IN GRADING AND REPORTING IN VIRGINIA PUBLIC SCHOOLS

This is a co-operative study made by the Alpha Chi Chapter of Kappa Delta Pi. Miss Cox was assisted in preparing the report by Lois Sloop and Ellen Eastham. Others who aided in collecting and assembling data are: Annie Glenn Darden, Retha Cooper, Ethel Cooper, Evelyn Hughes, Vergilia Pollard, Martha Way, Daisy May Gifford, Margaret Thompson, and Eleanor Bobbitt.

SINCE the beginnings of formal education, evaluation has been a major problem for both teacher and pupil. The generally accepted procedure of testing, grading, and reporting has loomed so high on the path of learning that it has at times hidden the final goal of growth. The report card, a symbol of achievement or humiliation, as the case may be, has often been the greatest obstacle. Under older educational systems in which stress was placed upon subject matter rather than child development, the report card was a narrow and rigid account of facts learned in the classroom.

Obviously, this means of evaluating and reporting is in direct opposition to a progressive view of education. The concept that the school cannot stand apart from life and that integration of personality is one of the highest aims of the school emphasizes lines of growth overlooked in the more traditional systems.

Consequently, when Virginia launched her new program and adopted a new course of study, she was faced with the problem of changing her plan of evaluation. The following statement of this problem is found in a pamphlet, "Suggestions for Study of Evaluation under the Program for the Improvement of Instruction in Virginia Public Schools":

"Evaluation has been considered an integral part of the program from its initiation, but it is felt that a vigorous effort should be made at this time to develop adequate procedures and means for measuring and recording pupil growth... The task before the teachers of Virginia is to develop techniques and instruments for determining growth in the intangible values rep-

resented by attitudes and appreciations stated in the aims of education."

How is Virginia meeting this problem and how are her school divisions responding to the newer thinking about methods of grading and reporting? This is the question Alpha Chi Chapter of Kappa Delta Pi, at Harrisonburg State Teachers College, undertook to investigate.

QUESTIONNAIRE USED IN SURVEY

The following questionnaire was sent to the 122 school divisions of the state:

I *Are you using in your division the numerical or percentage system of marking pupils? If not, when did you abandon it? If so, what is a passing grade?*

II *Are you using the literal system A, B, C, etc? If so, when did you begin using it? What is the passing grade? If you use this system, do you require a certain quality of work for completing the elementary school? the high school?*

III *Have you adopted the simplified form of grading suggested in the recently revised courses of study for Virginia? If not, have you taken any steps looking to its adoption?*

IV *What do you think are the advantages of your system? Its limitations?*

V *Do you allow any school in your division to use a different system of marking? If so, what schools use different systems?*

VI *Do you give standard or uniform examinations for promotion in your division? If so, in the elementary grades? In any part of high school?*

VII *Are you furnishing the various report cards and direction blanks to use in the matter of grading and marking of pupils?*

VIII *Would you like a summary of our findings?*

IX *If you care to write us a letter giving additional information or viewpoints, please feel free to do so.*

Of the one hundred and twenty-two school divisions in Virginia 58 replied. The following tabulation shows the two major

types of grading systems used within these divisions:

	LITERAL	SIMPLIFIED
Number counties.....	32	18
Number cities	2	6
Average passing grade	D	S

LITERAL SYSTEMS IN USE

The strictly numerical type of grading, formerly prevalent, is no longer in use. In its place twenty-five of the thirty-two counties listed under the literal system use a combination of both literal and numerical methods: A=95-100; B=88-94; C=81-87; D=75-80; E=60-74; F=0-59. The seven divisions which use the typical literal system have the following predominant form of interpretation: A—excellent; B—good; C—satisfactory; D—barely passing; E—conditional; F—failure. However, the two forms are similar enough to be considered together in a discussion of their advantages and limitations. To show more clearly definite trends in the thinking of Virginia school superintendents and supervisors several of their personal comments concerning the literal system of grading are given:

"We think it comes as near indicating the pupil's knowledge of subjects studied as any system we know."

"It affords accuracy of estimate on part of person grading; it is more intelligible to parents, and is more easily upheld."

"Saves argument." (This was the only comment on one of the questionnaires.)

"The literal system is based upon a percentage plan. It seems necessary to have percentages in high school for college and university admission. It is also necessary for the elementary school as long as the subjective element enters into the question."

Disadvantages reported were more numerous and more generally agreed upon. Several said "none" or "few, if any" in reply to the question about advantages of

the system, but were very specific with reference to the disadvantages:

"The system presumes an objectivity of evaluation by teacher, which is impossible. Cost of failure is too great where margin is small. There should be no failures."

"All limitations according to modern trends in educational procedure. Like the Little Red School House, it has outlived its day."

"Does not show effort or provide for individual differences. May discourage a worthy but slow pupil."

"We don't feel that the percentage marking is a true evaluation."

According to the statements of county and city superintendents and supervisors, the literal system is then advantageous because it is more definite and easier to discuss with parents. Teachers feel that they are more accurate in their estimates and can justify their grades, or perhaps we should say "defend" them, with less argument. The few counties that attached no numerical value to their literal system pointed out the value of this increased latitude in marking.

In the light of modern education, however, this latitude is negligible. It was pointed out that the literal system does not afford a true evaluation since it fails to indicate all phases of child growth. Grading on a group basis rather than on individual abilities discourages worthy but slow pupils and, far from evaluating growth in appreciations and attitudes, merely measures the success or failure of a pupil in his effort to make a grade.

SIMPLIFIED SYSTEMS IN USE

In contrast to the literal method, there are in use in Virginia other means of evaluation which are classified as simplified or progressive. This type of grading which takes various forms is being used in no less than sixteen counties and two cities. In addition, the large majority of the school divisions using the literal system were re-

vising their procedures. Many superintendents spoke of it as a tentative step toward simplification. Others using the same system had committees composed of high school and grammar school principals and teachers planning a different method of reporting pupil progress to parents. They spoke of the present school year as a transitional one as far as evaluation procedures were concerned. Progress in one school was reported thus:

"Beginning in September, we continued to use the system described (literal system) in our junior and senior high schools, but use a much simplified system in the elementary grades. If our experience with this is satisfactory, we will probably extend it first to the junior high and later to the senior high school."

Still other schools have added lists of character traits to their cards or have sent a separate sheet to the teacher to check. Referring to a list of attitudes recently added to his report card a superintendent says that he values the "right-hand side" of his card most.

In the simplified method of grading where it has already been adopted with the following symbols in use: S—satisfactory; U—unsatisfactory; O—outstanding; E—excellent; or D—doubtful, very favorable comments were received on the simple S and U system. It was praised for its evaluation in terms of the aims of education, its elimination of a too keen sense of rivalry, its indications of the growth of the entire child. Whether or not it made the former A student lazy or indifferent was a question that could not be answered in the beginning stage of the new procedure.

Comments indicate that where O S U or E S U were used results were not as satisfactory as where S and U were the only symbols.

"We cannot justify our O or Outstanding. For a person to be judged S he should be doing his best."

"I don't believe E should be used. This leads to close competition. I believe U and S will be sufficient. In this same school a note is sent home with each card that has a U. The reason for unsatisfactory work is written on this note. The notes must be signed by the parents and returned to the teacher who files them."

Although the S and U system is at present the most popular of the progressive forms, four counties and one city have abolished grades on specialized subject matter altogether. In response to criticism that such a system was too indefinite, they reported that significant comments upon attitudes, conduct, health, abilities, and understandings are substituted for subject matter grades and thus do present something tangible.

Each of 85% of the divisions which replied employs the same grading system throughout its schools. However, superintendents seemed willing to let any school under their control use a different system if so desired. In a number of divisions reporting the use of different systems it was found that the Negro schools frequently had a different, generally less progressive, type of marking from the white.

REPORT FORMS USED IN STATE

A wide variety of report forms were received ranging from the form of: English Grammar A+; Spelling B—; History A—, and so forth, to typewritten records sometimes three or four pages long indicating every noticeable habit of the child along with attitudes, special abilities, improvement and appreciations. In between these two extremes there are, of course, numerous types.

The older unrevised forms carry, in addition to literal grades on school subjects, the traditional negative list of items: disrespectful; indolent; copies; gets too much help; discourteous; rude; restless; inattentive; whispers too much; gives up eas-

ily; appears not to try; promotion in danger.

The newer and revised cards in other Virginia divisions, many of which are being put out in tentative form, show progressive trends. A typical positive list of traits from one card carries the following: self-control, responsibility, co-operation, industry, and initiative. The stress here is placed upon pupil growth as opposed to subject matter mastery, upon social rather than anti-social traits, upon co-operation rather than upon misconduct. Such report cards and the resulting record forms enable the teacher to record health interests and status, significant use of leisure time activities, and similar broad social goals. Indeed, one of these permanent records lists a number of the aims set down in the Tentative Courses of Study, such as the ability to study, the attitude of good workmanship, the attitude of concentration, and the appreciation of high standards of conduct. At the same time and looking to the same general ends of integrated growth, on the part of the child, these newer reports list all the various subjects of study under a few heads such as language arts, social studies, science, mathematics, and fine arts.

Of course, some of the report cards are extremely simple in form, while others are equally as elaborate. One of the latter type presents an interesting make-up. The first page is devoted to character traits; the second, to the student's extra-curricular activities and remarks to parents; the third, to a statement of required and completed credits and the names of the child's teachers; and the last page, to a record of work in specialized classes. Another type of simplified grading is used in this report with Sp representing superior work; G, good; S, satisfactory; and U, unsatisfactory.

Another longer type of report is that in which the child writes a criticism of himself and his work with the group and the type of work which he does. Under this the teacher writes her comments on his

work, abilities, and attitudes, and the parent writes a return comment to the teacher.

The most unusual report is that from the county in which all evaluations are made under four heads: A. Physical and Emotional Status; B. Group Activity; C. Individual Activity; and D. School Citizenship. The teacher comments on these four groups; the child answers the following questions: A. Am I developing good health habits? B. How do I work with the group? C. How do I work as an individual? D. Am I a good school citizen?

Another question, namely, that parents demand to know how pupils are progressing in some tangible way, is refreshingly answered by the following parental notes to the teacher upon receipt of joint pupil-teacher narrative reports:

"I find this type of report very satisfactory. Words mean much more to me than figures or letters. The A's, B's, and C's remind me of the FERA and PWA. I have to sit down and think, 'What do they stand for?'"

And this comment: "I am sure Tom is capable of doing better work. Besides having a lazy streak, he is careless. In his report I found four mistakes which, had he taken time, would not have been made. Otherwise, I am well pleased with his report."

As has been implied, these reports are presented in different forms. The teacher-pupil ones are very informal and remind one more of letters than of report cards. Many reports are mimeographed sheets. This form seems to allow for greater flexibility and therefore is more practicable during a trial period. It is noticeable that only two of the simplified report forms received are of the printed cardboard type.

METHODS OF DETERMINING PROMOTION

From a study of these reports, the question arises as to the method of promotion and as to the work required for these so-called "grades." Seventy-two per cent

of the Virginia elementary schools answering the questionnaire reported a definite requirement in quality and quantity of work to be done before the pupil can pass into secondary work. Seventy-six per cent of the high schools state definite standards for graduation from secondary work.

In regard to the using standard tests as a method of judging eligibility for promotion, seventy-six per cent of the school divisions give an emphatically negative answer. Only two per cent reply with an unqualified "yes" for all grades. The other systems use standard tests partially as a basis for promotion from grade to grade and from elementary to high school work.

Comments from various superintendents indicate that the lack of flexibility of standard tests is generally realized.

"We give standard exams but promotion does not depend on them."

"No. Standard tests are used but not as the only basis for promotion."

COMPARISON WITH EVALUATION PROGRAMS IN OTHER STATES

Those who had made this survey of the state evaluation program decided that Virginia's progress could be more easily determined if compared with that of other states. Consequently, a questionnaire similar to the one used in the state was submitted to state superintendents throughout the United States. Of the 29 states from which replies were received, 18 used the literal system of grading. The 11 states in which the numerical system still prevailed were, in general, turning toward the literal method.

Comments from several of the state officials where grades are expressed in letters, follow:

Louisiana: "More flexible than the numerical plan formerly used."

Nebraska: "I favor the letter method because I do not believe it is possible for any teacher to make an estimate closer than 5%."

Kentucky: "We are not satisfied with either the numerical or the letter."

New Jersey: "If education is guidance, we must get away from group norms to a great extent if we are to apply all the implication of the psychology of individual differences."

Utah: "We don't like it. State High School Principal's Association has asked that we discontinue marking systems. A few have done so."

There is almost a universal tendency among the states to leave the task of determining the passing quality of both elementary and high school work to the individual school administrative boards. These boards then base their opinions on the curriculum studied in that particular school system. From Michigan comes the statement that to control such would be defeating the aims of education in a democracy.

SUMMARY

Any survey undertaken during a period of trial and experimentation cannot be very conclusive. Therefore the aim of this investigation made by the Harrisonburg chapter of Kappa Delta Pi has been, not to point the way for future evaluation programs, but rather to sample the means and procedures of evaluation now used in the state. Virginia has made a beginning in this new program and we believe the trend is in keeping with the new course of study. According to the survey, nowhere is the strictly numerical system of grading found; in a very small percentage of divisions are standard tests the basis of promotion; and in an increasing number of places are report forms actually measuring child growth. Whether Virginia will continue her progress in this field depends upon the state-wide acceptance of the progressive principles underlying the "new curriculum," as the tentative course of study is being called.

VIRGINIA COX AND OTHERS.

GENERALIZATIONS ARRIVED AT THROUGH THE NEW VIRGINIA COURSE OF STUDY

IT APPEARS that teachers are having difficulty in translating subject matter in terms of generalizations. The writer will, therefore, make an effort to show how he has tried to solve this problem. In order to present some of his experiences in the classroom with a group of third and fourth-year pupils, it will be impossible to go into detail concerning all the work. On the other hand, it seems that we ought to consider one example of how the pupil can be led to see generalizations in terms of the subject matter available. For convenience we may divide our problem as follows: the nature and environment of the class, the aspect of the group culture under consideration, the aims of education under consideration, and an example of how the average pupil arrived at the generalizations which were decided upon by the teacher before the work began in the classroom.

The pupils of this group represent all types of homes in the community. Indeed there are individual differences from almost every point of view. Most of the pupils live in two villages, Exmore and Willis Wharf, while the others live on farms near the school. They are normal children between the ages of fifteen and seventeen. Since 1933 they have been following the new curriculum with respect to classroom procedures.

The aspect of the group culture under consideration was: "How can we plan to advance human welfare and eliminate the defects of the present social order by the spread of scientific modes of thought?"

The aims set up before the unit was introduced in the classroom were as follows:

1. Individuals and powerful minorities have always sought to control and subjugate the masses.

2. The present social order is not fixed and permanent. Man continues to modify it in his search for justice and freedom.
3. Man must learn to control his inventions and discoveries.
4. Capitalism is based upon the principle of profit to the owner rather than service to the masses of people.
5. The methods of distribution of goods in a capitalistic society tend to direct products into the hands of a few.
6. The capitalistic system is not planned and lacks direction.
7. The dependence of the laborer upon capital tends to reduce him to a servile status.
8. Conflicts exist between material and human values.
9. Man may become the slave rather than the master of the machine.
10. Industry should be organized so that it will enrich the moral and intellectual life of all.

Three class periods were used to get the interest of the pupils aroused. Under the guidance of the writer they brought to the class papers, magazines, and books containing information regarding the topics under consideration. On the third day after a class discussion, a number of elements in the environment of the pupils were placed upon the blackboard. After each pupil had selected an element in which he was most interested, groups were formed on the basis of one of these elements or related elements. Such elements as slums, capital, machines, Adam Smith, New Deal, and health were among those which were selected.

As soon as the groups were formed each group decided what the purpose of the unit ought to be. Several purposes were chosen, but after a class discussion the whole group decided that the purpose of the unit ought to be "How Do Science and Invention Affect Our Lives and How May We Use It to Improve Living Conditions?"

Among some of the activities selected by

the different groups were the following:

Reading and investigating to find out how capital affects the public and what ought to be done about it.

Reading and investigating to find out what the present administration is doing to improve living conditions in the cities.

Reading and investigating to determine how science may be used to improve the health of the masses.

Listing the children of the community with their families in order to determine how they are affected by scientific modes of living and to find out how conditions may be improved.

One of the pupils who is better than the average pupil, but who is not the best by any means, was working in the group first mentioned above.¹ She has arrived at the generalizations set up by means of the following report:

CAPITAL AND THE PUBLIC

By Virginia Eichelberger

Capitalism has helped the masses of people in many ways and yet at the same time it has been a source of evil. While many believe that capitalism is ruining society, others give it the credit for bringing about certain privileges which were once restricted to a small class of people. The question is whether capitalism has been a cause of evil or a source which has made life easier for the people.

In the United States in 1861 there were only three millionaires, but after a lapse of thirty-six years the number had increased to thirty-eight hundred. At the close of the century nine-tenths of the wealth of the country was in the hands of one-tenth of the people. The richest class in America was composed of those who owned such property as mines, urban property, railways, and factories.

¹Work on this unit is still going on; consequently, we can not decide before the completion of the work just what the culminating activities are going to be.

There were very few capitalists found among the people who owned farms and plantations. When the war was over, there was very little left of the planting aristocracy. The plutocrats of all lands are similar in that they all like display, color, glitter, and pomp. The people who had acquired this wealth were not capable of using it to the best advantage. The wealth was in the hands of a few who did not use it for a good purpose.

Many of these people who had acquired a great deal of wealth moved to New York, where they erected palaces and gave social exhibitions. In 1879 the Bradley Martins gave a party in New York which dazed the entire western world.

At some of the parties which were given the cigarettes were wrapped in hundred dollar bills and pearls were served in oysters. Diamonds were set in teeth. Opera glasses were bought for \$75,000 and \$65,000 was spent for a dressing table. In some cases private carriages and personal valets were provided for monkeys.

In the back streets behind the symbols of riches and power lived the masses who worked for these rich people. The people who live in such conditions as these have no comforts, beauty, and very poor health. They are hardly able to afford the necessities of life, and consequently very few have the advantage of enjoying any luxuries.

Even in good times there are at least 25,000,000 people in the United States who are not supplied with the proper things necessary for comfort. The government spends millions of dollars every year for relief work. Private charitable organizations help by various methods. Churches and lodges try to relieve distress among their members.

Poverty often comes as a result of such physical causes as fires, earthquakes, and floods, while in other cases it results from certain reasons which may be classed as social. These include hard times, depres-

sions, and an unfair chance for learning. The individual is often responsible for his condition because of laziness, bad habits, or sickness.

Unpleasant relations often exist between capital and labor because they do not understand each other. Both are interested in the profits which can be made and not in the question of how much harm they are causing someone else. The employer is not willing to consider the expenses that his employee must meet. On the other hand, the employee is not willing to consider his employer's side of the question and the various expenses which he must pay. Neither is willing to compromise.

Capitalism has caused wealth to be in the hands of a few and has made wage slaves of the masses. It has deprived many of security and condemned them to starve. In many ways it has caused more comforts by providing more leisure, better recreation and an opportunity to rise in the social scale without regard to class origin.

The agent of evil is not capitalism but machine industrialism. Science and mechanical inventions have been applied to production. Machines have enabled men to produce a surplus over their physical needs. It was not capitalism that made surplus wealth possible, but surplus wealth that made capitalism possible. We have more food and clothing because of the various inventions and discoveries. Out of the increase of wealth it has been possible to pay for such things as museums, good roads, hospitals, and free libraries.

If one were going to select a part of the world where much good has been done, Scandinavia could be chosen. Denmark, which is very closely related to it, could also be included. By good, we mean the greatest good to the greatest number of people and a civilization in which all the sciences and arts are used to enable man to live in peace and comfort and be surrounded by some cleanliness, order, and beauty. The Scandinavian countries have developed

much during the past hundred years and have practically lived in harmony and in peace.

Whenever the direct interest of the consumer has been concerned the profit motive has been abolished. It is a process of socialization that has progressed quietly and steadily. The object has been to lower the cost of living. The slogan of the Social-Democratic Party in Sweden is "comfort in the home for all classes."

The standard of living in Sweden and Denmark has been the highest in Europe. Although it is difficult to make an accurate comparison, it is probable that the standard of living of the mass of people in Sweden and Denmark has been and is higher than that of other countries.

In order to achieve something and get ahead, the spiritual things must be placed on a higher level than material values. Our social relations are behind. Inventions and discoveries have been used in making more products and in helping to make life easier, but they have not yet been applied to human relations in the proper manner. It is, therefore, necessary for us to use some method such as one which is used in Sweden in order to raise our level of living.

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G. B. WYNNE

PILATE WASHED HIS HANDS

THE issue of freedom of speech in the schools and colleges has been much debated in the past few weeks and we fear that the controversy, far from being

on the road to settlement, is just beginning. The issue is not so clear, or at least not so well understood in respect to school education, as in respect to books, magazines, and newspapers. But everywhere freedom is in danger.

Everyone seems to want Americanism inculcated in our educational institutions. But what is Americanism? The American Legion, the Hearst Press, and the D. A. R., spokesmen for one attitude, understood Americanism to be what they assert to be the status quo or the status quo ante. They wish nothing taught that was not believed in by the last generation. The danger, here, is, first, that the schools become, as in Germany, Italy, and Russia, organs for teaching a political policy, which in the United States will certainly not be what our forefathers believed, since these advocates of a dogmatic education are quite unhistorical, but rather what the dominant political party or pressure group wishes children to believe. The second danger is that American education (like the Russian) will ignore other political and economic systems, leaving the student like a too much sanitized child, ripe for any germ of wild thinking. One needs only to read the impassioned letters from John Smith, '94, now being printed in the college alumni magazine, to learn that there are plenty of fools who believe that the best protection against, say, socialism, is never to mention it in a college curriculum.

The liberal educators go too far in the other direction. They argue that youth should be exposed to all the winds of doctrine and so taught to think for themselves. Unquestionably this is right for the colleges. But the teaching of children must retain some dogmatism or be ineffective. If the pressure groups who wish to control our education for their own purposes, would let professional scholars and teachers determine Americanism for themselves, and

make that the basis of their education, both consecutive and progressive might have complaints against our education, but at least the problems would be worked out in a compromise which would represent the judgment of those directly responsible for teaching. At present teachers are frightened, or at least many are trying to frighten them. Our pressure groups will not let them work out those principles which must be agreed upon and can be taught.

Unfortunately, only the educators seem interested in teaching that very difficult subject called truth—a subject which must always have wide margins, and whose pursuit requires the delicate conduct of an immature mind through principles known to be sound, up and on into the area of debate and confusion where the power of independent judgment is all that can be taught. And once again sinister influences, calling themselves patriotic, are marching upon the educators. It is the old story—sometimes a party, sometimes a church, sometimes a government, has captured youth for its own purposes, using the schools as a net. There is no remedy except resistance and clear thinking. Ask yourself, Why are teachers singled out to take the oath of allegiance? Ask yourself, Why would Mr. Hearst have only his conception of America taught? Ask yourself, Why this concerted attempt to have even an analysis of our economic system branded as “Communism,” and all criticism of the status quo called Red?

But the issue in books is much simpler than in teaching. Books represent adult education. The pernicious bills, now in Congress, of which a baleful example is the Dobbins Bill (H. R. 9495) at present under debate, when analyzed prove to be attempts to make the terms “indecent” or “seditious” so broad that any book objectionably to either a pressure group or the government can be made dangerous for author to write or publisher to publish. We have been un-

discriminating in this respect, have indeed been so appalled by really indecent books, and truly violent publications, that the simplest way has seemed to be to give more powers of suppression. You cannot stop suppression, once it begins. The adult American is no child to be protected against the confusion of too many doctrines. His very existence as a potential citizen of a democracy, even such an imperfect democracy as ours, depends upon access to the flow of opinion. It is not realized how easily that flow can be stopped. Clamp down on elementary education, and the youth still can read. Clamp down on the free expression of opinion in books, and you clamp down on that individualism which is the essence of any state not purely despotic. These be platitudes, but they are also prophecies.

The inner citadel of freedom of speech and freedom of thinking is the printing press. In all this talk of government ownership there has been no mention as yet of the publishing business. If a beneficent government should take over the publishing business (which we do not advocate) it is probable that its first step would be to reduce the price and extend the circulation of books, always assuming that its purpose was to strengthen democracy and not to further a despotism. This would inevitably be at the cost of the tax-payer, perhaps a justifiable cost. Such a hypothesis is fanciful, but there is nothing fantastic in the idea that the pressure groups now trying to control government may attack the indispensable adult education of literature under any and every excuse that can be made plausible to a well-meaning but not too clear-thinking public. What is truth?—said Pilate, and washed his hands of the matter. What is freedom of speech, is much easier to determine. Shall we wash our hands of that also?

—*The Saturday Review of Literature.*

ETHICS IN THE SELECTION OF TEACHERS

A successful school program must be based on something more than the observance of legal requirements. This is especially true in matters pertaining to the selection of teachers where very high ethical standards should be observed. Good practice is based upon the observance of the following standards:

1. A board should protect itself and the community by hiring teachers whose standards of personal conduct are high and whose influence will be a positive force for high ideals in the community.
2. A board should make every effort to secure and retain teachers who are well trained and who are competent to give a high quality of professional service.
3. A board should elect or re-elect teachers as far in advance of the school term as possible. It is recommended that contracts for the following school year be presented as early as March and sufficient time be allowed for consideration before signing.
4. A board should offer a salary consistent with training and service. Such salary should provide for living expenses for twelve months and should allow for some annual saving. It should be sufficient to enable the teacher to live in a manner worthy of his position.
5. No unfair inducements should be offered to take a teacher from some other system. A board should make sure that the teacher desires the change and that he can secure release. In such case the superintendent, or board, under whom the teacher is working should be consulted.
6. No board should choose a teacher who has contributed to creating a vacancy, for which he is a candidate, by stimulating social, political, or religious antagonism.
7. No board should hire a teacher who deliberately underbids an incumbent or other candidates for a position.
8. When a board is considering local candidates for a position, such candidates should be employed only when their preparation and general qualifications indicate they are the best selection for the position.
9. A board should regard reports on candidates as confidential. When called on for such reports, the board should attempt to make them full, frank, and just.
10. No board should recommend to another school a teacher who has not been successful and who is not considered worthy of re-election.
11. When a good teacher has shown by his work that he is ready for advancement, and when he desires such promotion, the board should help him to advance in its own or some other system.

These standards, formulated by the Committee on Teacher-Personnel of the Michigan Educational Planning Commission, are reprinted from the MICHIGAN EDUCATION JOURNAL.

THE TEACHERS' JOE MILLER

TIME

A young man just out of college sought the advice of a hard-headed and successful business man.

"Tell me, please, how I should go about getting a start in the great game of business."

"Sell your wrist watch and buy an alarm clock," was the laconic reply.

HIS VERSION

Teacher (trying to explain parallel): "Now, children, what are two straight lines side by side, spaced evenly?"

Johnnie: "Parking spaces."

GOT BY—ALMOST

The young man had just driven home from college at the close of the term. "Did you pass everything?" anxiously asked his mother.

"Everything but two Buicks and a Hudson. Darned if they musn't have had airplane motors in 'em!"

TRY THIS EXCUSE

Father: "How is it that you failed on every subject at school?"

Son: "I had an absent-minded professor and he forgot to pass me."

OVER-EMPHASIZED

Teacher: "Why are you so late to school this morning?"

Pupil: "I think I must have over-washed myself."

EDUCATION DEFENDED

"Don't talk to me about colleges!" scoffed the self-made man. "Look at me! Do you suppose I would have been any more successful than I am if I'd had a college education?"

"No," admitted the professor, "but you might have been less inclined to brag about it."

A WORSE ONE

A schoolmaster wrote this brief criticism on a boy's report: "A good worker, but talks too much."

When the report came back, signed according to the rule, by the scholar's father, it bore besides the signature the feeling retort: "You should hear his mother."

ABIE'S ENGLISH

Teacher: "Use statue in a sentence."

Abie: "Ven I came in last night my papa says, 'Statue, Abie?'"

"Will your people be surprised when you graduate?"

"No, they've been expecting it for several years."

OBEDIENT BOY

Willie was almost through his reading lesson when he came to a word he could not pronounce.

"Barque," prompted the teacher.

Willie looked at his classmates and laughed.

"Barque, Willie!" exclaimed the teacher, harshly.

Willie, looking up at the teacher, finally cried out, "Bow-wow!"

ACCORDING TO TRADITION

"Miss Dense, allow me to present Professor Smith."

"Oh, professor, please do something absentminded!"

LEARNING

Mrs. Nexdore: "What has your boy learned at school so far this term?"

Mrs. Nayber: "He has learned that he'll have to be vaccinated, that his eyes aren't really mates, that his teeth need repairing, and that his method of breathing is entirely obsolete."

THE VIRGINIA TEACHER

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EDUCATIONAL COMMENT

VIRGINIA WINNERS

Six students of Virginia schools received recognition in the annual contests conducted by the *Scholastic*, American high school weekly, as announced in its issue of April 25, 1936. The *Scholastic* awards are for the best student-written short stories, essays, poetry, book reviews, visual arts, and the crafts; journalism awards, sponsored by the Quill and Scroll, are given for various types of journalistic writing. The Virginia winners:

Newport News High School: Jack Dixon, 16, book review of *Paths of Glory*. Teacher, Miss Lucille Kaul. Honorable mention.

Matthew Whaley High School, Williamsburg: Margaret Edwards, 16, book review of *North to the Orient*. Teacher, Miss Shirley Payne. Honorable mention.

E. C. Glass High School, Lynchburg: Nancy Phillips, 15, historical article on "A Landmark in Lynchburg." Teacher, Miss E. O. Wiggins. Honorable mention.

Maury High School, Norfolk: Helen Wilhelmina Payne, 17, pottery.

Teacher, Miss Sara Joyner. Honorable mention.

George Washington High School, Danville: Dorothy Green, news story. Third prize.

Miss Turnbull's School, Norfolk: Sallie Eustis Moore, 14, humorous article, "A Gentleman of Fortune." Teacher, Miss L. Minerva Turnbull. Honorable mention.

RECORDED POETRY

Caruso's death did not end our opportunities to hear his golden voice, for he lived in a day when science had perfected the means of recording his tones faithfully. But we can only surmise how the story of Palamon and Arcite would have sounded in the melting, flowing voice of Chaucer; how Hamlet's noble phrases would have been colored by the music of Shakespeare's voice; how the sonorous lines of *Paradise Lost* would have been intoned by Milton.

At last, however, we shall be able to hear the poet's own interpretation of how his poem should sound. The record of his judgment and taste in the matter will be permanently accessible. We shall be able to hear whenever we wish not only Caruso and Martinelli, Emma Eames and Schumann-Heink—artists living and dead, whose voices interpret for us great music—but also Robert Frost and John Masefield, Edna Millay and Walter de la Mare, Carl Sandburg and Joseph Auslander. It will be possible hereafter for the poet's words, quickened by the sound of his own voice, to live after him.

Indeed this is already possible in a few instances. The resonant and booming chant of *The Congo*, for instance, may now be heard as interpreted by its author, the late Vachel Lindsay. But by a newly perfected process phonographic records of poetry readings will reproduce with much greater fidelity. Under the joint auspices of the National Council of Teachers of English, Erpi Picture Consultants, and *American*

Speech, a magazine published by the Columbia University Press, Robert Frost has recently made records of some of his most popular poems. Four records are now available at \$2.50 apiece from the Erpi Picture Consultants, 250 West 57th Street, New York. Teachers interested in this new educational development are invited to offer suggestions for desirable records to Mr. George W. Hibbitt, Columbia University, New York City.

In addition to recording the voices of living poets, the committee announces that it will invite various authorities to make records of works of historical literary significance, such as English, Scottish, and American ballads, and selections from Chaucer, Shakespeare, Burns, and others. Outstanding scholars will read into the newly improved recording machine lectures on special aspects of English and American literature.

GOVERNMENTAL SUPPORT TO EDUCATION

There is increasing evidence of President Roosevelt's active interest in the cause of public education. His recent speech at Temple University was the occasion of the following statement in which he testified to the government's support of national education:

"I am proud to be the head of a government that has sought to make a substantial contribution to the cause of education, even in a period of economic distress. Through the various agencies, the Government is helping educational institutions to add to their present equipment. Since 1933 the Government has made, through the various governmental agencies of the Administration, allotments to local communities for schools, colleges and library buildings amounting to more than \$400,000,000. We are also providing through the Works Progress Administration educational courses for thousands of groups of adults wherever

there are competent unemployed teachers, and through the National Youth Administration funds for part-time employment to help deserving young people to earn their way through accredited colleges and universities in all parts of the United States. We have rightly taken the position that in spite of the fact that economic adversity through these years might impose upon the youth of the country distressing and unavoidable burdens, the Government owed it to the future of the nation to see that these burdens should not include the denial of educational opportunities for those who were willing and ready to use them to advantage."

CHARLES HORTON COOLEY ON THE ETHICS OF GOOD-NATURED CONFLICT

It is assumed that the student is wrong when he does not behave as the faculty would like to have him, but the truth is that the two groups have somewhat different interests, and he is not wholly mistaken in thinking that complete docility would be to his disadvantage. The faculty, moving in their own ruts and, like other men, somewhat uninspired, endeavor to impose what seems from their standpoint a proper scheme of college life. The students, on the other hand, feel that a mode of living which is rounded and human now and a sound preparation for the future is sometimes incompatible with the faculty demands. A conflict of wits thus arises, good-natured for the most part, and so long as this goes on we must expect that the ethics of conflict, which always justify deceiving the enemy, will to some extent prevail.—*Life and the Student*, p. 178. ALFRED A. KNOFF, 1931.

THE READING TABLE

GUIDING PRINCIPLES IN PRONUNCIATION

A GUIDE TO PRONUNCIATION. By Paul W. Carhart. Rewritten by John S. Kenyon. From Webster's New International Dictionary, Second Edition. Springfield, Mass.: G. & C. Merriam Co. 1934. 58 pp. Paper covers, \$1; Buckram, \$1.50.

The preliminary pages of the unabridged Webster, although generally ignored in hasty consultation of the dictionary, probably contain our most authoritative condensed study of English sounds and the principles of usage governing them. Especially valuable to teachers and students of speech, this guide is now for the first time available in a separate binding. Since its separate accessibility will contribute to a longer life for the expensive unabridged, librarians will no doubt give it a generous welcome.

Professor Kenyon has revised the entire guide. Present English pronunciation, he asserts, is in a transitional stage, being no more final than it was in Shakespeare's day (§1, p. xxiv). He points out the divergence of pronunciation from ordinary spelling, and discounts the notion that when we pronounce a word we are pronouncing *letters*. He reminds us that speech is primary, that reading and writing are secondary.

The author is guided by facts rather than by academic theories of "correctness,"—a term he regards as highly flexible. "It is perhaps as accurate a definition as can be made to say that a pronunciation is correct when it is in actual use by a sufficient number of cultivated speakers. This is obviously elastic. . . ." (§5, p. xxvi).

"The standard of English pronunciation, then, so far as a standard may be said to exist, is the usage that now prevails among the educated and cultured people to whom the language is vernacular; but . . . since somewhat different pronunciations are used by the cultivated in different regions too large to be ignored, we must frankly admit the fact that, at present, uniformity of pro-

nunciation is not to be found throughout the English-speaking world, though there is a very large percentage of practical uniformity." (§6, p. xxvi).

"In America three main types of cultivated speech are distinguishable: (1) The Eastern type, spoken along the east coast of New England and Canada, and largely in New York City; (2) the Southern, spoken in the south and southeast of the United States; (3) the variously named Western, Midwestern, or General American, spoken in the remaining parts of the United States and Canada." (§4, p. xxvi).

Precisionists who view with alarm the introduction of vigorous and colorful language into the printed word will shudder once more to find that Dr. Kenyon thus supports colloquial English: "It is unfortunate that with some the term *colloquial* has somewhat fallen into disrepute, the impression having gained ground that a word marked 'Colloquial' in a dictionary or similar work, is thereby condemned as not in the best use. . . . In this dictionary the marking '*Colloq.*' means that the word or pronunciation so marked is characteristic of conversation and not usually found in literary or formal style." (§8, p. xxvi).

Of course the comment on the pronunciation of individual words, as it appears in this Guide to Pronunciation, is such as to illustrate general principles, but it supplements and clarifies the categorical advice found in the body of the dictionary.

Approximately twenty pages are given to a tabulation of words differently pronounced by different authorities. Other valuable sections deal with spelling, with syllabication, and with methods of pronunciation of Latin, Greek, Hebrew, French, German, Spanish, and Italian.

C. T. L.

TWO TEXTBOOKS IN PSYCHOLOGY
PSYCHOLOGY. By Glenn DeVere Higginson. New York: The Macmillan Company. 1936. Pp. 646. \$2.90.
ELEMENTS OF PSYCHOLOGY. By Knight Dunlap.

St. Louis: The C. V. Mosby Company. 1936.
Pp. 499. \$3.00.

Two more psychologies, when some teachers were praying for a lull in textbook writing! And neither destined for a reading public, it would seem. Both books are well illustrated, carefully prepared, and well printed. In the matter of content both give a surprisingly large amount of space to sensation, perception, and the nervous system. Yet both, in keeping with newer trends, deal with the problems of learning, individual differences, and personality, although the content of the two books on these kindred topics bears very little similarity. Higginson treats motive, emotion, and instinct in considerable detail, whereas Dunlap omits them.

Higginson approaches psychology functionally and has built his book around the investigations of a very large number of workers. He deals with the Gestalt point of view gingerly. His illustrations and discussions of the applications of psychology make the textbook quite readable. Some materials are included that make the book suggestive and helpful for the prospective teacher.

Dunlap is closer to the older existential or structural point of view although like the behaviorists he depends on "observable" phenomena for his conclusions, and stresses the place of stimulus and response. He ignores the Gestalt viewpoint, and reads Freudianism out of court. He develops a considerable number of new points in his emphasis on using terms to describe the facts as they exist. He makes no place for experiment in elementary psychology, has very brief bibliographies, and states that he writes for the better-than-average undergraduate. The reviewer feels that Dunlap out of his long experience as a careful laboratory worker and writer has really prepared a book for reference only and more especially for the teacher and advanced student of psychology rather than the begin-

ning student, who would certainly find his interest lagging in such a technical handling of the subject.

Interestingly enough, both treatments seem to be in sympathy with the newer organismic concept although neither avows it or mentions it. At this time when psychology needs painstaking, careful workmanship in writing as well as in investigation, there is room for such widely differing surveys as these books represent.

W. J. G.

THE NEW IMMORALITIES. By Porter Sargent. Boston, Mass.: Privately published. 1935. 190 pp. \$2.00.

A refreshing little book that should make any one who reads it readjust his thinking and reassemble his arguments for many of his beliefs. The author believes we have been fettered for generations by old and meaningless codes of ethics, and writes to break these fetters and shock people into doing a little thinking for themselves.

The reviewer cannot agree with many of the conclusions of the author, who deals in epigrams and frequently sacrifices both truth and logic for a good epigram. Again he frequently misinterprets familiar statements of moral principles for the sake of breaking shackles that do not exist. Like so many other writers who inveigh against dogmatism, he becomes supremely dogmatic in the process.

But in spite of the above criticisms the book is interesting and thought-provoking and well worth reading. You will admire parts of it, be bored with the inanity of parts of it, and shocked at the untruths, of which there are many—but you will enjoy it.

C. P. SHORTS

FAMILY BEHAVIOR. A Study of Human Relations. By Bess V. Cunningham. Philadelphia: W. B. Saunders Company. 1936. Cloth \$2.75.

This new textbook for use in college courses on *The Family* is an impersonal and unbiased consideration of human behavior

within the family group, and in the community at large. Scientific and convincing discussions of the importance of the family as a social unit, racial and cultural differences among families of the same community, necessary personal adjustments in family living, and the role of the family in the integration of personality, are included in the subject matter of the book. The mental-hygiene aspect of personality development and family behavior is particularly well handled as is the subject of effective education for marriage and parenthood. The author's aim is to encourage on the part of the student a "questioning attitude toward family problems, that they may in time contribute to a workable philosophy of family life."

A. R. B.

EVERYDAY PROBLEMS IN ECONOMICS. By Cornelius C. Janzen and Orlando Stephenson. New York: Silver, Burdett and Company. 1935. Pp. 158. 68 cents.

This workbook should prove valuable in courses in economics in high school. It is especially well fitted for use with *EVERYDAY ECONOMICS* by the same authors, but is usable with any of several other texts. It contains an ample variety of exercises and is designed to aid the student in acquiring an understanding of economic conditions and to evaluate proposals for economic changes. A valuable feature is a well-selected, up-to-date bibliography for the high school student of economics.

O. F. F.

THE POET'S CRAFT. Verses selected by Helen Fern Daringer and Anne Thuxter Eaton. Illustrated by Helene Carter. Yonkers-on-Hudson, N. Y.: World Book Co. 1935. 338 pp. \$1.28.

This book is planned to "develop in boys and girls a real appreciation and enthusiasm for poetry." Appealing especially to young people of secondary school age, the poems are grouped according to verse craft, such as rhythm, meter, patterns and stanza, word music. Before each poem is a com-

ment which suggests a way to get the best effect from the poem. A particularly interesting section is the one which includes poems written by children. Some possible subjects and first lines for poems are given to encourage pupils to write poetry. A large proportion of poems by contemporary writers is included, and the poems by older writers are those that are not usually found in anthologies.

DOROTHY BEACH

AN INTRODUCTION TO POETRY. Revised Edition. By Jay B. Hubbell and John O. Beaty. New York: Macmillan Co. 1936. 617 pp. \$2.75.

The aim of this book is to train the student to "travel by himself from the point where his introductory course in poetry has left him." The book contains a great amount of contemporary poetry by American and British authors, along with discussions of their metrical schemes and types. A thorough study is made of the background and development of poetry. Two new chapters have been added in this edition: *Passages for Scansion and Poems for Criticism*, which will stimulate the student to a closer analysis of the content of poems; and *The Further Study of Poetry*, which will suggest to him some of the sources to which poets owe many of their ideas and allusions.

LINDA BARNES

READING FOR WRITING. By J. T. Frederick and L. L. Ward. New York: F. S. Crofts & Co. 1935. 327 pp.

The authors contend it is only through association with good literature that one is able to grow in the ability to express himself. Well-written selections are therefore offered for study, followed by exercises. First the pupil must grasp the essential meaning of each selection, then he must observe the structure and form. The student also obtains suggestions to help him in his own habits of writing.

The book is organized in six general sections: "Informational Writing," "Reading and Writing," "Ideas and Opinions," "Preferences and Prejudices," "Experience,"

and "Sketch and Story." After each group of selections are two exercises: suggestions for study and suggestions for writing.

SUE BELLE SALE

BETTER THEMES. By Percy Marks. Revised Edition. New York: Harcourt, Brace & Co. 1936. 407 pp. \$1.25.

For such a broad subject, the material in a book of this kind is severely limited; however, the author has performed a masterly job in teaching one to write simple, clear, correct English. The author is not working alone; his publishers point out that users of the book through their proffered comments are with him.

In addition to the outstanding essentials of rhetoric, there are sections on the use of the dictionary, on oral composition, on the short story, on learning to read, and on writing book reviews.

MARY PORTER

THE MODERN WRITER'S ART. By Theodore J. Gates and Robert E. Galbraith. New York: Thomas Nelson and Sons. 1936. 222 pp. \$1.65.

A collection of essays dealing with the techniques of creative writing and a very appropriate text for undergraduates in advanced composition. The editors have shown sagacity in the choice of authors and works included in this text. These essays are brief and comprehensive.

M. CRAFT

FIVE HUNDRED BOOKS FOR COLLEGE MEN AND WOMEN. Selected and arranged by Clarence DeWitt Thorpe, Carlton F. Wells, and Theodore Hornberger. Ann Arbor, Michigan: George Wahr. 1935. 30 pp.

A book list in use at the University of Michigan, presenting under thirteen general heads like Fiction, Travel, Science, and the like, "what is representative and readable as well as what is traditionally important." It furthermore specifies which volumes may be obtained in inexpensive series like the Everyman, Loeb's Classical Library, the Riverside Library, World's Classics, etc.

NEWS OF THE COLLEGE

Frances Wells, Suffolk, retiring student government president, was crowned the seventeenth Queen of the May at the annual May Day program held Saturday, May 2. The ceremony took place on the quadrangle after the queen, crossing the length of campus, ascended Wilson steps for the coronation. She was preceded by Elizabeth Gilley, Axton, maid-of-honor; Betty Hodges, Chatham, crownbearer; and twelve ladies of the court: Annie Glenn Darden, Holland; Virginia Blaine, Clifton Forge; Melva Burnette, Leesburg; Marjorie Fulton, Gate City; Mary B. Cox, Independence; Bertha Jenkins, Waynesboro; Martha Way, Kenova, West Virginia; Margaret Hottle, Manassas; Katherine Beale, Holland; Ann Kellam, Wierwood; Sylvia Kamsky, Richmond; and Gene Averett, Lynchburg.

Approximately 350 students, the largest number ever to participate in the May Day festivities, carried out the day's program which began early Saturday morning. Activities included May songs by the Glee Club, dancing on the green, and the afternoon pageant.

Plans and arrangements for May Day were this year in the hands of Sylvia Kamsky, director; Martha Wrathney, business manager; Miss Helen Marbut, faculty director; Miss Dorothy Savage, faculty assistant; Lois Sloop, program; Janie Miner, head usher; Marion Townsend, stage set; Miriam Rosenkrans, costumes; Miss Edna T. Shaeffer, director of Glee Club; Nancy Dorwin, Flo Heins, Virginia Blaine, dance committee chairmen.

The Virginia Association of International Relations Clubs will be entertained on the H. T. C. campus next spring, it has just been announced. Louise Faulconer, Unionville, was chosen president of the state organization and Agnes Bargh, Cape Charles, treasurer. Agnes Bargh is now treasurer of the local IRC; Louise Faulconer is vice-president of the Y. W. C. A.

Agnes Arnold, Nassawaddox, class president, led the freshmen in their first class day celebration Friday, April 24. Members of the class appeared as jockeys "Riding to Success." Other class officers are Elizabeth Rawles, Norfolk, vice-president; Jean Fretwell, Staunton, sergeant-at-arms; Katherine Warner, Richmond, treasurer; Audrey Kilman, Jenkins Bridge, secretary; and Nell Cox, Independence, business manager. Miss Dorothy Savage and Mr. H. K. Gibbons are sponsors of the freshman class.

The Hon. Ashton Dovell, of Williamsburg, speaker of the Virginia House of Delegates, will deliver the commencement address to the graduating classes Monday evening, June 8.

The baccalaureate sermon will be given at 11:00 a. m. on June 7 by the Rev. Dr. J. Calloway Robertson, pastor of the Court Street Methodist Episcopal Church in Lynchburg. Other events scheduled on the commencement program include a music recital at 8:30 p. m., June 5; dance, June 5; Senior-Sophomore play, "The Cradle Song," June 6; Senior breakfast, June 7; Seniority service, June 7.

With a registration of more than 100 delegates representing musical organizations from all parts of the state, the seventeenth annual convention of the Virginia Federation of Music Clubs and the Virginia Music Teachers Association was held here April 15-18. During the course of the convention, many interesting musical programs and contests were presented.

Beginning its program with the motet, "Sing Ye to the Lord," by Johann Sebastian Bach, the Westminster Chorus gave a well-balanced program to the students of the college and the delegates to the V. M. T. A. and V. F. M. C. convention. The famous choir from Princeton, N. J., was conducted by Dr. John Finley Williamson.

Frances Graybeal was presented in an organ recital Sunday afternoon, April 26,

at the Methodist Church. She was assisted by Inez Graybeal, an alumna of this college, who sang "The Lord is My Light" by Speaks and "Consider the Lilies" by Taklen.

The College Glee Club took part, as usual, in the Apple Blossom Festival at Winchester on April 30 and May 1, serving as the queen's chorus. Frances Wells, Suffolk, represented the College as princess in the festival.

A silver cup upon which is inscribed "To the Glee Club of the State Teachers College of Harrisonburg in Co-operation with the Virginia Federation of Music Clubs, 1936," was presented to the Glee Club through Miss Edna T. Shaeffer, director, by Mrs. Julia Fuqua Ober, past-president of the Virginia Chapter and Junior Counselor of the National Federation.

The three campus literary societies initiated the following new members for the spring quarter recently:

Page: Margaret Cockrell, Alexandria; Elizabeth Treadwell, Atlanta, Georgia; Nancy Vincent, Midlothian; Audrey Kilman, Jenkins Bridge; Catherine Brennan, Woodhaven, N. Y.; Isobel Russell, Federalsburg, Md.; Flo Stearns, Bayonne, N. J.; Lois Wandless, Bridgewater; Dorothy Slaven, Harrisonburg; Lucille Webber, Winchester; Virginia Smith, Lynchburg; Margaret Dent, Tuxedo Park, N. Y.; Minnie Quinn, Richmond; Mary Frances Taylor, Fairfield; Lina Keesee, Swoope.

Lee: Maxine Cardwell, Clarendon; Evelyn Patterson, Washington; Jean Bundy, Lebanon; Katherine Stone, Elk Creek; Anita Wise, Mt. Vernon, N. Y.; Julia Kilgore, Coeburn; Frances Goalder, Morrison; Florence Truberg, Long Island, N. Y.; and Virginia Blaine, Clifton Forge.

Lanier: Louise Bishop, Richmond; Frances Wilkins, Strasburg; Eleanor Johnson, Glasgow; and Elizabeth Adams, South Boston.

ALUMNAE NOTES

The Richmond chapter had a tea on May 8 for alumnae and students interested in attending Harrisonburg this next fall. Alumnae from Hopewell, Petersburg, Chester, and Ashland, as well as the Richmond members, were invited to the tea. An exhibit of various college publications, including copies of the *Breeze* and of the *School-ma'am*, was on display to give some suggestions of the college and its activities.

The Culpeper chapter held its final meeting for the year at the home of Mrs. Ida Dinges Hudson on May 12. Dr. and Mrs. J. W. Wayland and the alumnae secretary, Rachel F. Weems, were guests at this meeting. The Culpeper branch is the youngest in the alumnae association, but it is a most energetic chapter and is doing good work.

The Charleston (W. Va.) alumnae are forming an alumnae chapter in that section of West Virginia. Eleanor Bird Cook, better known as "Bobby," is one of our energetic and loyal alumnae there, and it is through her efforts that the chapter is being organized.

May Day seemed like a second "Home-Coming"; it was good to have so many alumnae back. Mary and Ruth McNeil, with the aid of Mary Jasper Hudson and Helen Holladay Waters, brought seventeen high school seniors to enjoy the festivities. Among the alumnae were: Mary Brown Allgood, '30, Richmond, recently elected president of the alumnae association; Gertrude Drinker, '30, Richmond; Audrey Hyatt, '29, Toano; Mary McNeil, '28, Culpeper; Ruth McNeil, '35, Culpeper; Mary Jasper Hudson, '16, Culpeper; Helen Holladay Waters, '28, Culpeper; Elizabeth Davis Omohundro, '30, Gordonsville; Frances Jolly, '35, Holland; Mary Page Barnes, '35, Occoquan; Mary Van Landingham, '35, Broadway; Virginia Richards, '33, Berry-

ville; Stella Moore, '31, Berryville; Billye Milnes, '35, New York City; Beatrice Marable, '15, Elkton.

PORTSMOUTH ALUMNAE ENTERTAIN

The Alumnae of H. T. C. now living in Portsmouth entertained Dr. and Mrs. Gifford there on Thursday, April 16.

A tea was held in the afternoon at the home of Miss Helen Acton, former graduate of H. T. C. Presiding at this tea was Mary Nicholas Hope, also a graduate of this college. The seniors from Woodrow Wilson High School, Churchland High School, Deep Creek High School, and Craddock High School were present. They were interested in learning of the various courses in different fields which are to be given at H. T. C. next year and that, due to the expansion of the dormitories, all rooms next year will probably be two-girl rooms.

A banquet was held in the evening. The following alumnae were present: Delia Leigh (Pethes), Lillian Barham, Sophia Simpson, Catharine Markham, Kathryn Barham, Mattie C. Worster, Clotilde Rodes, Gladys Vincent, Ella A. Stover, Emily Nichols (Spong), and Helen P. Acton.

Following the banquet a meeting was held in the room of Ella Stover at the Monroe Hotel for further discussion.—*The Breeze*.

OUR CONTRIBUTORS

GRACE WARREN LANDRUM is dean of women and professor of English at the College of William and Mary.

WILLIAM R. SMITHEY is professor of secondary education at the University of Virginia; he is also chairman for 1935-36 of the Commission on Secondary Schools of the Southern Association of Colleges and Secondary Schools.

VIRGINIA COX will graduate from the State Teachers College at Harrisonburg next month. She is a former editor of the *Breeze*, college newspaper, and has served as president of the Virginia Interscholastic Press Association.

G. B. WYNNE is principal of the Exmore-Willis Wharf High School in Northampton County, Virginia.

FILM ESTIMATES

Progressive teachers will find dependable advice in these estimates on current film releases. Recognizing that one man's meat may be another man's poison, the National Committee on Current Theatrical Films gives three ratings: A, for discriminating adults; Y, for youth; and C, for children. These estimates are printed by special arrangement with *The Educational Screen*, Chicago.

CAPTAIN JANUARY (Shirley Temple, Guy Kibbee) (Fox) Appealing story of old light-house keeper and little girl he rescued. Comic struggle with truant officer, despair over separation and lost job, but rich relatives save day. Shirley's engaging "stunts" can be overdone. She is first an actress.

4-21-36

(A) Entertaining (Y) Very good (C) Excellent
EVERYBODY'S OLD MAN (Irvin Cobb) (Fox) Fairly plausible story of rival firms, with Cobb as sentimental old business genius who saves the heavy-drinking younger generation, puts it to work, runs both firms successfully, and regulates conduct and romance for all concerned. Homely realism.

4-21-36

(A) Rather good (Y) Amusing (C) Little int.
FRESHMAN LOVE (Frank McHugh, Patricia Ellis) (Warner) Easily most inane and senseless "college" film to date. President's daughter vamps great rowers away from other colleges to win crucial race with jazz band furnishing needed rhythm. Thick with absurdities on college life and administration.

3-10-36

(A) Ridiculous (Y) Useless (C) No
GARDEN MURDER CASE (Edmund Lowe) (MGM) Stereotyped murder mystery but well-acted, suspenseful, adequately complex, not over-violent, with pseudo-scientific hypnotism as novelty. Philo Vance, infallible as always, solves three seemingly accidental deaths as murders, and marries heroine.

4-7-36

(A) Fair (Y) Good of kind (C) No
GIVE US THIS NIGHT (Gladys Swarthout, Jan Kiepura) (Para) Musical film suffering from trite story and some undistinguished acting, but notable for the fine voices of two stars and one amusing characterization. Kiepura inclines too much to mere show-off effects with high notes.

3-31-36

(A) (Y) Fairly good (C) Doubtful interest
GREAT ZIEGFELD (Wm. Powell) (MGM) Gorgeous 3-hour spectacle glorifying career of great Broadway producer. High spots of life finely dramatized, scenes from his productions screened in splendor. His dazzling success, despite wild extravagance, a bit disorganizing for many minds. Extraordinary film.

4-14-36

(A) Notable (Y) Doubtful (C) No
KLONDIKE ANNIE (Mae West) (Para.) Brazen box-office bid with the old sex stuff, Mae West again the glittering, mouthing vulgarian. Kills her Chinese paramour, flees to Alaska, impersonating grotesquely a religious "sister" who died on voyage. Affront to good taste and decency.

3-10-36

(A) Disgusting (Y) Unwholesome (C) No
LAST OF THE PAGANS (Mala, Lotus Long, Native cast) (MGM) Much pictorial charm and interest in simple love story of South Seas hero and heroine, separated when ruthless white men force hero into dread phosphate mines, but final reunion is won. Native dialog. English titles.

3-31-36

(A) Good (Y) Good (C) Fairly good

LITTLE LORD FAUNTLEROY (F. Bartholomew) (UA) Practically perfect screening of the classic loved by millions for half a century, of the little American who fell heir to an English earldom. Freddie inimitable, cast ideal, presenting with compelling sincerity and truth this sentimental masterpiece.

4-14-36

(A) Charming (Y) Excellent (C) Perfect
MESSAGE TO GARCIA (Beery, Boles, Stanwyck) (Fox) Tense adventure-melodrama piling up perils, pains, tortures, impossible dilemmas and escapes, killings, burlesque comedy and romance in Cuban jungles. Artificial thrills, posing as history, much overdone. Title impertinent, dialog banal.

4-21-36

(A) Depends on taste (Y) No (C) No
PETTICOAT FEVER (R. Montgomery, Myrna Loy) (MGM) Lonely, isolated radio-station keeper in ice-bound Laborador finds thrilling romance when heroine's plane crashes nearby. Comedy complications with elderly fiancé finally solved. Fairly convincing despite artificiality and hero's over-acting at times.

4-21-36

(A-Y) Fairly amusing (C) No interest
PRISONER OF SHARK ISLAND (Warner Baxter) (Fox) Notable portrayal of Dr. Mudd, rewarded for humanely setting Booth's leg by life imprisonment as Lincoln murderer. Unrelieved misery, suffering, bestial cruelty, gruesome surroundings. Final freedom by heroic service. Grim history, painful entertainment.

4-7-36

(A) Strong (Y) Possibly (C) No
SUTTER'S GOLD (Edw. Arnold, Binnie Barnes) (Univ.) Elaborate, ponderous attempt at historical epic of early California, too episodic to be dramatic, more pretentious than effective, and, with climax in the middle, unrelievedly depressing to the end. Waste of able acting and striking sets.

4-14-36

(A) Dull (Y) No (C) No
TIMOTHY'S QUEST (Eleanore Whitney, Tom Keene, Dickie Moore, Virginia Weidler) (Para) Simple sincere little play, modifying the Wiggins novel somewhat, of little boy and sister in search of parents. Dickie Moore delightful for those who like their emotion strong. Love story rather incidental.

3-31-36

(A) Good (Y) Very good (C) Good
TOO MANY PARENTS (Juvenile cast) (Para) Military-school story of boys from broken homes, notably acted, with strong human appeal. Marred only by Hollywood idea that children must be made incredibly wise, painfully smart, or impossibly rude, to be amusing. Mostly worthwhile.

4-7-36

(A) Fairly good (Y) Good (C) Good
THE VOICE OF BUGLE ANN (Lionel Barrymore) (MGM) Intensely appealing story of some very human people and the great part played in their lives by affection for and from a dog. Outstanding role by Barrymore, a sincere romance, an adorable dog, make fine emotional entertainment.

4-14-36

(A-Y) Fine of kind (C) Gd. unless too emotional

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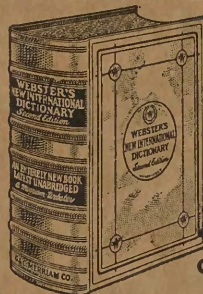
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